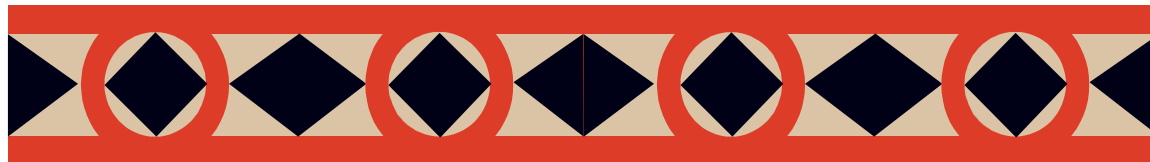


THIRD GRADE PATHWAYS CONTENT STANDARDS FOR SOUTH DAKOTA

Pathways curriculum includes health-based lessons that also address core curricular concepts for third, fourth, and fifth grades. Those concepts have been matched to South Dakota content standards for science, math, social studies, communication arts, health, and physical education. The *Content Standards* files include these academic content standards identified as *Lesson Objective*, then *Content Area*, *Indicator*, and *Bloom's Taxonomy Level*.

Other objectives labeled as *Extending the Lesson* can be found at the end of many units. These additional objectives address academic content which is legitimately a part of the curriculum but were not originally identified by objectives. This was done to strengthen the academic connections in the curriculum.



Third Grade—Week 1—Part B Content Standards for thrgrwk1.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Identify a favorite food or physical activity in their Pathways letter.</i>		
Writing 1. Students will write effectively for different audiences and specific purposes.	3. Students are able to use appropriate mechanics, usage, and conventions of language.	3.W.1.3 Application Apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.
	4. Students are able to write across content areas to clarify and enhance understanding of information.	3.W.1.4 Application Gather and organize information and write about simple content area topics.
<i>Extending the lesson</i> LESSON OBJECTIVE: <i>Discuss the relationship between local plants and animals and activities and diets of local people.</i>		
Life Science 3. Students will describe structures and attributes of living things, processes of life, and interaction with each other and the environment.	3. Analyze how organisms are linked to one another and the environment.	3.L.3.3 Comprehension Explain how environments support a diversity of plant and animals.

Third Grade—Week 2—Part A Content Standards for thrgrwk2.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Locate the Navajo Nation on the Pathways Nations Map.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	1. Analyze information from geographic representation, tools, and technology to define location, place, and region.	3.G.1.1 Comprehension Integrate the study of communities through map work by identifying, locations, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.
LESSON OBJECTIVE: <i>Name some of the traditional foods, games, and health practices of their Great-Great-Grandparents.</i>		
History 1. Students will understand the emergence and development of civilizations and cultures over time and place.	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.2.1 Comprehension Students will study their local community and its history.
Health 2. Students will access and evaluate health information, products, and services.	1. Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.	3.1.1 Comprehension Identify various cultural practices that influence a healthy lifestyle, e.g., diet.

Third Grade—Week 2—Part B Content Standards for thrgrwk2.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<p>LESSON OBJECTIVE: <i>Identify categories of Everyday Foods and describe their characteristics.</i></p> <p>LESSON OBJECTIVE: <i>Describe the reasons they like Everyday Foods.</i></p>		
<p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</p>	3. Students will evaluate the role of personal responsibility in health-related decisions.	<p>3.3.3 Comprehension Explore how current health decisions affect one's future.</p>
<p>LESSON OBJECTIVE: <i>Demonstrate the Southwest Ball Race.</i></p>		
<p>Physical Education 1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.</p>	2. Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.	<p>3.2.a Application Demonstrate mature form in all manipulative skills within movement patterns.</p>
<p>Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.</p>	3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.	<p>3.3.c Application Engage in on-going physical activity and encourage the participation of others.</p>

Third Grade—Week 3—Part A Content Standards for thrgrwk3.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Locate the Lakota people on the Pathways Nations Map.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	1. Analyze information from geographic representation, tools, and technology to define location, place, and region.	3.G.2.1 Comprehension Integrate the study of communities through map work by identifying, locations, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.
LESSON OBJECTIVE: <i>Describe the active lifestyle of the Lakota people.</i>		
History 1. Students will understand the emergence and development of civilizations and cultures over time and place.	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.1.2 Comprehension Students will study their local community and its history.
Health 2. Students will access and evaluate health information, products, and services.	1. Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.	3.2.1 Comprehension Identify various cultural practices that influence a healthy lifestyle, e.g., diet.
LESSON OBJECTIVE: <i>Identify at least three body cues after doing some active movement.</i>		
Physical Education 2. Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.	1. Students will apply scientific concepts and principles to analyze performance of self and others.	3.2.1 Comprehension Understand there are connections between scientific principles and a specific movement.
LESSON OBJECTIVE: <i>Set a goal to do a physical activity this week.</i>		
Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment.	1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.	3.5.1 Application Participate in physical activity to experience enjoyment.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors which promote wellness.	3.3.1 Comprehension Describe practices which promote life-long health and well being.

Third Grade—Week 3—Part B Content Standards for thrgrwk3.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Recognize body cues following a physical activity during a class game.</i>		
Physical Education 2. Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.	1. Students will apply scientific concepts and principles to analyze performance of self and others.	3.2.1 Comprehension Understand there are connections between scientific principles and a specific movement.
Physical Education 4. Students will develop responsible and respectful personal and social behavior in physical activity settings.	2. Students will model and encourage appropriate personal and social conduct in physical activities.	3.4.2 Application Practice acceptable etiquette and sportsmanship in physical activity settings.
LESSON OBJECTIVE: <i>Report on the physical activities they did to reach their first Pathways goal.</i>		
Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment.	1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.	3.5.1 Application Participate in physical activity to experience enjoyment.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.

Third Grade—Week 4—Part A Content Standards for thrgrwk4.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Identify the Lakota trickster, Iktomi.</i>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate idea/information from various oral/visual sources.	3. L.2.2 Comprehension Retell or explain what is seen and heard.
History 2. Students will understand the emergence and development of civilizations and cultures over time and place.	1. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.2.1 Comprehension Students will study their local community and its history.
LESSON OBJECTIVE: <i>Identify vegetables that they have eaten. Set a goal to eat at least one vegetable this week.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
Extending the Lesson LESSON OBJECTIVE: <i>Draw an illustration to express an idea or mood in the Stone Soup story.</i>		
Art 3. Students will understand the relationship between visual arts and history, culture, and society.	1. Students will understand and use visual arts as means for creative self-expression and interpersonal communication.	3.3.1 Comprehension Describe how visual arts tell stories or express moods or ideas.

Third Grade—Week 4—Part B Content Standards for thrgrwk4.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<i>LESSON OBJECTIVE: Locate the Tohono O'odham Nation and the Gila River Indian Community on the Pathways Nations Map.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	1. Analyze information from geographic representation, tools, and technology to define location, place, and region.	3.G.2.1 Comprehension Integrate the study of communities through map work by identifying, locations, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.

Third Grade—Week 5—Part A
Content Standards for thrgrwk5.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Describe fruits they have eaten.</i>		
Speaking 3. Students are able to speak effectively in a variety of formal and informal situations.	1. Students are able to use appropriate structure and sequence to express ideas and convey information.	3.S.1.1 Application Present oral information in a clear and organized manner.
LESSON OBJECTIVE: <i>Discuss how, when, and why they like to eat fruits.</i> <i>Set a goal to eat at least one fruit before the next Pathways class.</i>		
Health 2. Students will access and evaluate health information, products, and services.	1. Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.	3.2.1Comprehension Identify various cultural practices that influence a healthy lifestyle, e.g., diet.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.

Third Grade—Week 5—Part B
Content Standards for thrgrwk5.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Prepare a Fruit Kabob with a low-fat yogurt dip as a snack using a recipe.</i>		
Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons.	4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	3.R.1.4 Application Utilize a set of directions, a model, or diagram in order to complete a project.
LESSON OBJECTIVE: <i>Report the fruits they ate to reach their third Pathways goal.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
<p style="text-align: center;">Enhancing the Lesson</p> LESSON OBJECTIVE: <i>Identify vocabulary words within a puzzle.</i>		
Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons.	1. Students are able to apply various reading strategies to comprehend and interpret text.	3.R.1.1 Application Use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.

Third Grade—Week 6—Part A Content Standards for thrgrwk6.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Discuss the three goals they have reached during their Pathways Journey. Identify healthy behaviors for eating well and being physically active.</i>		
Health 2. Students will access and evaluate health information, products, and services.	1. Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.	3.2.1 Comprehension Identify various cultural practices that influence a healthy lifestyle, e.g., diet.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
LESSON OBJECTIVE: <i>Evaluate Pathways activities through concept mapping.</i>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate idea/information from various oral/visual sources.	3.H.2.2 Knowledge Use technological, artistic, and graphic organization strategies that have been provided to assist in retaining information.

Third Grade—Week6—Part B
Content Standards for thrgrwk6.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<i>LESSON OBJECTIVE: Demonstrate the Pathways Turnaround Exercise Break.</i>		
Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.	3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.	3.3.3 Application Engage in on-going physical activity and encourage the participation of others.
Physical Education 1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.	2. Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.	3.1.2 Application Demonstrate mature form in all manipulative skills within movement patterns.
<i>LESSON OBJECTIVE: Discuss the behaviors they have learned for eating and being active on the Pathways Journey..</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.	3. Students will evaluate the role of personal responsibility in health-related decisions.	3.3.3 Comprehension Explore how current health decisions affect one's future.

Third Grade—Week 7—Part A Content Standards for thrgrwk7.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Describe the food groups in the Everyday Foods list. Demonstrate their knowledge of fruits and vegetables, active physical activities, and the first part of the Pathways Journey of Amanda and Daryl White Horse by playing a class game.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.	1. Students will evaluate healthy-enhancing behaviors that reduce health risks.	3.3.1 Knowledge Describe practices that promote life-long health and well being.
LESSON OBJECTIVE: <i>Locate the San Carlos Apache Tribe and the White Mountain Apache Tribe on the Pathways Nations Map.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	1. Analyze information from geographic representation, tools, and technology to define location, place, and region.	3.G.1.1 Comprehension Integrate the study of communities through map work by identifying locations, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.

Third Grade—Week 7—Part B Content Standards for thrgrwk7.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Demonstrate an active pantomime of a sequence of hiking motions.</i>		
Physical Education 5. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.	1. Student will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.	3.5.1 Application Participate in physical activities to experience enjoyment.
Psychomotor: <i>Imitation, Manipulation</i>		
LESSON OBJECTIVE: <i>Recognize and identify body cues following a physical activity.</i>		
Physical Education 2. Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.	1. Students will apply scientific concepts and principles to analyze performance of self and others.	3.2.1 Comprehension Understand there are connections between scientific principles and a specific movement.
LESSON OBJECTIVE: <i>Set a goal to do a physical activity outside of school.</i>		
Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment.	1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.	3.5.1 Application Participate in physical activity to experience enjoyment.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors which promote wellness.	3.3.1 Comprehension Describe practices which promote life-long health and well being.

Third Grade—Week 8—Part A
Content Standards for thrgrwk2.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<i>LESSON OBJECTIVE: Report on the physical activity they did to reach their fourth Pathways goal.</i>		
Physical Education 5. Students will understand that physical activity provides opportunity for enjoyment, challenge, self-expression, social interaction, and employment.	2. Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.	3.5.2 Knowledge Describe how to balance the mental, physical, and social aspects of participation in physical activity.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
<i>LESSON OBJECTIVE: Identify at least four of their own personal strengths.</i>		
Health 2. Students will understand health promotion and disease prevention concepts and practices.	2. Students will evaluate the impact of mental, emotional, social and physical health on various interrelated body systems.	3.2.2 Knowledge Describe how social, emotional, and physical health are interrelated.

Third Grade—Week 8—Part B
Content Standards for thrgrwk2.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<i>LESSON OBJECTIVE: Identify strengths of their peers for their Pathways Shield.</i>		
Health 2. Students will understand health promotion and disease prevention concepts and practices.	2. Students will evaluate the impact of mental, emotional, social and physical health on various interrelated body systems.	3.2.2 Knowledge Describe how social, emotional, and physical health are interrelated.
<p style="text-align: center;">Extending the Lesson</p> <i>LESSON OBJECTIVE: Listen to the story and retell the story in ones own words.</i>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.	3.L.2.1. Application Retell or explain what is seen and heard.

Third Grade—Week 9—Part A
Content Standards for thrgrwk9.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Identify which type of milk has the least amount of fat.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors that promote wellness.	3.3.1 Application Explain ways to achieve and maintain good health.
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate idea/information from various oral/visual sources.	3. L.2.2 Comprehension Retell or explain what is seen and heard.
LESSON OBJECTIVE: <i>Set a goal to drink low-fat milk.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.

Third Grade—Week 9—Part B
Content Standards for thrgrwk2.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Report that they drank a low-fat milk to reach their fifth Pathways goal.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
LESSON OBJECTIVE: <i>Explain the difference in the amount of sugar in diet and regular pop.</i>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate idea/information from various oral/visual sources.	3. L.2.2 Comprehension Retell or explain what is seen and heard.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors that promote wellness.	3.3.1 Application Explain ways to achieve and maintain good health.
Extending the Lesson		
LESSON OBJECTIVE: <i>Discuss how and why storage and serving containers have changed over time.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	2. Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.	3.G.2.2 Knowledge Describe ways humans are impacted by the natural environment.
History 1. Students will understand the emergence and development of civilizations and cultures over time and place.	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.1.2 Comprehension Explore the beliefs, values, and customs of various societies.

Third Grade—Week 10—Part A
Content Standards for thrgrwk2.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<p>LESSON OBJECTIVE: <i>Distinguish between fat and lean ground meat.</i> <i>Discuss some traditional and modern ways to prepare meat that will reduce the amount of fat.</i> <i>Explain how the Food Service staff reduces the fat in ground meat.</i></p>		
<p>Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.</p>	2. Students are able to use strategies to retrieve, interpret, and evaluate idea/information from various oral/visual sources.	<p>3. L.2.2 Comprehension Retell or explain what is seen and heard.</p>
<p>Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.</p>	1. Students will evaluate health-enhancing behaviors that promote wellness.	<p>3.3.1 Application Explain ways to achieve and maintain good health.</p>
<p>History 1. Students will understand the emergence and development of civilizations and cultures over time and place.</p>	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	<p>3.H.1.2 Comprehension Explore the beliefs, values, and customs of various societies.</p>

Third Grade—Week10—Part B
Content Standards for thrgrwk6.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Describe how the Huhukam built canals to bring water to their fields.</i>		
Geography 2. Students will understand the interrelationships of people, places, and the environment.	2. Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.	3.G.2.2 Knowledge Describe ways humans are impacted by the natural environment.
History 1. Students will understand the emergence and development of civilizations and cultures over time and place.	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.1.2 Comprehension Explore the beliefs, values, and customs of various societies.
LESSON OBJECTIVE: <i>Pantomime active movements.</i>		
Physical Education 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.	3. Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.	3.3.3 Application Engage in on-going physical activity and encourage the participation of others.
Physical Education 1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.	2. Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.	3.1.2 Application Demonstrate mature form in all manipulative skills within movement patterns.
Extending the Lesson		
LESSON OBJECTIVE: <i>Listen to the story and retell the story in ones own words.</i>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.	3.L.2.1. Application Retell or explain what is seen and heard.

Third Grade—Week11—Part A Content Standards for thrgrwk6.pdf		
Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Identify some of the foods on the Breads, Rice, Pasta, Cereals list of the Everyday Foods made from corn, wheat, oats, and rice.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Knowledge Explain ways to achieve and maintain good health.
LESSON OBJECTIVE: <i>Prepare and taste a trail mix made from several grain products.</i>		
Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons.	4. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	3.R.1.4 Application Utilize a set of directions, a model, or diagram in order to complete a project.
<p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: <i>Listen to the story and retell the story in ones own words.</i></p>		
Listening and Viewing 2. Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	2. Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.	3.L.2.1. Application Retell or explain what is seen and heard.
<p style="text-align: center;">Extending the Lesson</p> <p>LESSON OBJECTIVE: <i>Identify vocabulary words within a puzzle.</i></p>		
Reading 1. Students are able to read at increasing levels of complexity for a variety of reasons.	1. Students are able to apply various reading strategies to comprehend and interpret text.	3.R.1.1 Application Use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.

Third Grade—Week11—Part B
Content Standards for thrgrwk11.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: <i>Describe a physical activity that they can do at school and at home.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Knowledge Explain ways to achieve and maintain good health.
Physical Education 1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.	2. Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.	3.1.2 Application Demonstrate mature form in all manipulative skills within movement patterns.
LESSON OBJECTIVE: <i>Set a goal to drink water, diet pop, or another sugar-free beverage instead of regular pop.</i>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.
Extending the Lesson		
LESSON OBJECTIVE: <i>Describe some of the traditional foods and cooking methods of the Navajo people.</i>		
History 1. Students will understand the emergence and development of civilizations and cultures over time and place.	2. Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.	3.H.2.1 Comprehension Students will study their local community and its history.
Health 2. Students will access and evaluate health information, products, and services.	1. Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.	3.1.1 Comprehension Identify various cultural practices that influence a healthy lifestyle, e.g., diet.

Third Grade—Week12—Part A
Content Standards for thrgrwk12.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
<p><i>LESSON OBJECTIVE: Check their Pathways Goal #6 to drink water or a sugar-free beverage.</i></p> <p><i>Demonstrate their knowledge of the Pathways Journey in a review game.</i></p>		
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors which promote wellness.	3.3.1 Comprehension Describe practices which promote life-long health and well being.
	1. Students will evaluate strategies for achieving and maintaining personal health goals.	3.3.1 Application Determine personal health progress and make adjustments for improvement.

Third Grade—Week12—Part B
Content Standards for thrgrwk12.pdf

Content Area/Goal	Indicator	Standard/Bloom's Taxonomy Level
LESSON OBJECTIVE: Demonstrate and explain the activities they are going to do for their families during the Pathways Celebration.		
Speaking 3. Students are able to speak effectively in a variety of formal and informal situations.	1. Students are able to use appropriate structure and sequence to express ideas and convey information.	3.3.1 Application Present oral information in a clear and organized manner.
	2. Students are able to use appropriate language and presentation style for formal and informal situations.	3.3.2 Application Participate in informational and dramatic communication activities that incorporate various presentation strategies.
Physical Education 5. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.	1. Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.	3.5.1 Application Interact positively with peers while participating in physical activities.
LESSON OBJECTIVE: Summarize their favorite Everyday Foods and physical activities in their Pathways letter.		
Writing 1. Students will write effectively for different audiences and specific purposes.	1. Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.	3.1.1 Application Use strategies to write narrative and descriptive pieces.
Health 3. Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.	1. Students will evaluate health-enhancing behaviors which promote wellness.	3.3.1 Comprehension Describe practices which promote life-long health and well being.